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ABSTRACT

These materials are part of a one-week experimental program to bring together the language and the TESL components of the Peace Corps Training Program for Ethiopia. The program is based on the relationship between language teaching and language learning, that is, between the methods classes in the teaching of English as a second language, and the language classes aimed at giving the volunteers a practical knowledge of Amharic. The present materials serve as the basis for TESL lectures and the joint sessions involving the English and Amharic staffs. There are five English lessons; four introduce new material while the fifth is a detailed review. These five lessons match the first five Amharic lessons in the amount of material covered: by the end of lesson four, students have been introduced to simple affirmative, negative and interrogative sentences with the verb "to be." By comparing the sentences they learn in Amharic with those they teach in English, students increase their awareness of the need for control in structure and vocabulary. Each lesson is followed by a pronunciation lesson and a section for contrastive comments, intended as a brief introduction to the application of contrastive analysis in a practical classroom situation. (CLK)

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ED132839

AMHARIC AND ENGLISH

An Introduction to the Principles of Language Teaching and Language Learning

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PEACE CORPS

UNIVERSITY OF UTAH

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

These materials are part of a one-week experimental program designed to bring together the language and TESL components of our Peace Corps Training Program for Ethiopia. Behind the program is the assumption that there is an obvious relationship between language teaching and language learning--between the methods classes in the teaching of English as a second language and the language classes aimed at giving the PCV's a practical control of Amharic.

The schedule for the one-week program has been carefully planned to bring the TESL and Amharic staffs together so that they will have the opportunity to observe each other's classes and to comment on common problems. During this first week, all the English instructors are required to attend the drill classes in Amharic, and all the Amharic instructors are required to attend the lectures in English. In addition, for one hour each day, both staffs meet together to discuss the material contained in the section called "Contrastive Comments."

The materials in this booklet will serve as the basis for the TESL lectures and the joint sessions involving the English and Amharic staffs. (The Amharic lessons are printed separately.) The content is briefly described in the three points that follow:

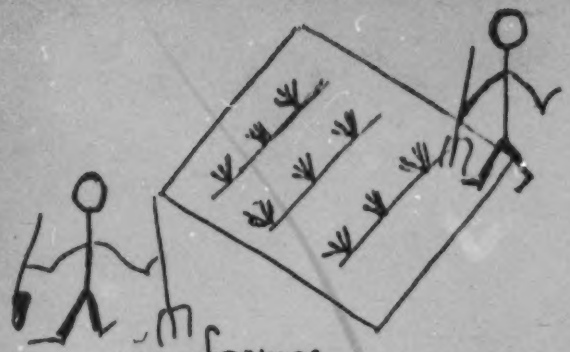
1) There are five grammar lessons, four of which introduce new material while the fifth is a detailed review. These five lessons match the first five Amharic lessons exactly in the amount of "language" covered: that is, by the end of Lesson Four, the students have been introduced to simple sentences (affirmatives, negatives, and questions) with be (am, is, are). By comparing the sentences he is required to learn in Amharic with the sentences he is required to teach in English, the PCV should increase his awareness of the need for control in structure and vocabulary.

2) Each grammar lesson is followed by a detailed pronunciation lesson which deals with a problem contrast for Amharic speakers--for example, the contrast between /f/ and /v/. These lessons are intended to serve as models which the PCV can follow in preparing lessons of his own for other pronunciation problems that are the result of differences between the Amharic and English systems of vowels and consonants.

3) After the lessons themselves, there is a section called "Contrastive Comments." Here the model sentences from English and Amharic are presented with equivalents that are as literal as

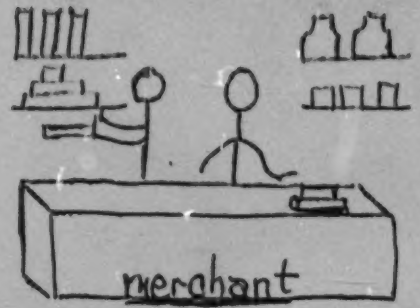
possible. Then certain obvious differences between the two languages both phonological and grammatical, are pointed out in terminology that is relatively non-technical. Finally, the students are encouraged to predict possible points of interference in going from one language system to one other. In short, the section is intended as a brief introduction to the application of contrastive analysis in a practical classroom situation.

OCCUPATIONS CHART

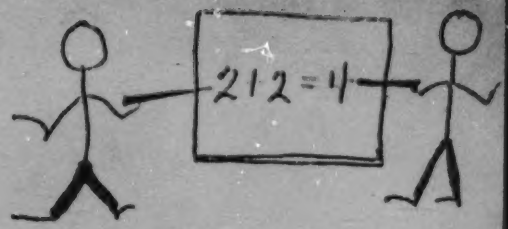


farmer

Mr. Lane
Mr. Clark

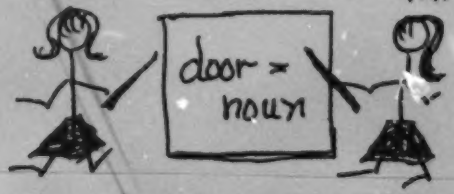


Mr. Scott
Mr. Webb



teacher

Mr. Snow
Mr. Carr

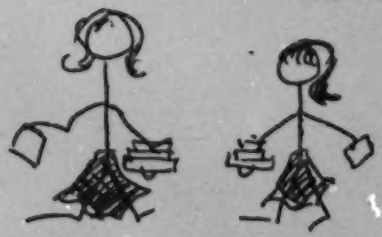


teacher

Mrs Lane
Mrs. Scott
Mrs. Carr

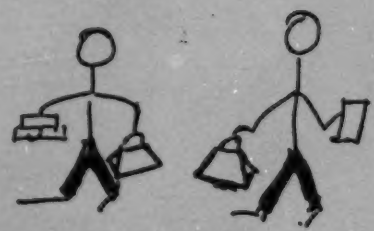
secretary

Miss Webb
Miss Snow
Miss Lane



student

Mary Lane
Jane Scott
Kay Clark



Dick Lane
Tom Scott
Jim Webb

LESSON ONE:

AMHARIC ⟶ ENGLISH

GREETINGS:

1. Teacher: Hello.
   Class: Hello.

2. Teacher: Hello.
   Class: Hello.
   Teacher: How are you?
   Class: Fine.

3. Teacher: Hello.
   Class: Hello.
   Teacher: How are you?
   Class: Fine, thank you.

4. Teacher: Hello.
   Class: Hello.
   Teacher: How are you?
   Class: Fine, thank you. And how are you?
   Teacher: Fine, thank you.

5. Class: Hello.
   Teacher: Hello.
   Class: How are you?
   Teacher: Fine, thank you. And how are you?
   Class: Fine, thank you.

Class ⟶ you
are you

Teacher ⟶ you
are you

LESSON ONE

Model A

Mr. Lane's a farmer. He's a farmer.

1.1 Mr.

1.	Lane	Mr. Lane
2.	Scott	Mr. Scott
3.	Clark	_____
4.	Webb	_____
5.	Snow	_____
6.	Carr	_____

1.2

1.	Lane	Mr. Lane's a farmer.
2.	Scott	_____.
3.	Clark	_____.
4.	Webb	_____.
5.	Snow	_____.
6.	Carr	_____.

1.3 Mr. Lane he

1.	Mr. Lane	Mr. Lane's a farmer.	He's a farmer.
2.	Mr. Scott	_____.	_____.
3.	Mr. Clark	_____.	_____.
4.	Mr. Webb	_____.	_____.
5.	Mr. Snow	_____.	_____.
6.	Mr. Carr	_____.	_____.

Model B:

Mrs. Lane's a teacher. She's a teacher.

Miss Lane's a secretary. She's a secretary.

1.4 Mrs. and Miss. (Use the chart)

1.	Lane	Mrs. Lane
2.	Scott	Mrs. Scott
3.	Carr	_____
4.	Webb	_____
5.	Snow	_____
6.	Lane	_____

1.5 Mrs. and Miss in sentences.

1.	Mrs. Lane	Mrs. Lane's a teacher.
2.	Mrs. Scott	_____.
3.	Mrs. Carr	_____.
4.	Miss Webb	_____.
5.	Miss Snow	_____.
6.	Miss Lane	_____.

1.6 Mrs., Miss She.

1.	Mrs. Lane	Mrs. Lane's a teacher.	She's a teacher.
2.	Mrs. Scott	_____.	_____.
3.	Mrs. Carr	_____.	_____.
4.	Miss Webb	_____.	_____.
5.	Miss Snow	_____.	_____.
6.	Miss Lane	_____.	_____.

1.7 He and She Student. (Forcing the choice.)

1.	Mary	Mary is a student.	She's a student.
2.	Jane	_____.	_____.
3.	Dick	_____.	_____.
4.	Tom	_____.	_____.
5.	Kay	_____.	_____.
6.	Jim	_____.	_____.

1.8 He and She (Forcing the choice.)

1.	Mr. Lane	Mr. Lane is a farmer. He's a farmer.
2.	Miss Webb	_____.
3.	Mary	_____.
4.	Mr. Clark	_____.
5.	Mrs. Lane	_____.
6.	Dick	_____.
7.	Mr. Scott	_____.
8.	Miss Snow	_____.
9.	Kay	_____.
10.	Tom	_____.
11.	Mr. Webb	_____.
12.	Mrs. Carr	_____.
13.	Miss Lane	_____.
14.	Jim	_____.

Model C:

Is Mr. Lane a farmer? Yes, he is.

Is Miss Snow a secretary? Yes, she is.

1.9 Questions.

1.	Mr. Lane	Is Mr. Lane a farmer?
2.	Mr. Webb	Is Mr. Webb a merchant?
3.	Mrs. Carr	_____?
4.	Miss Snow	_____?
5.	Kay	_____?
6.	Mr. Snow	_____?

1.10 Short answers with Yes. (Repetition)

1. Yes, he is.
2. Yes, he is.
3. Yes, he is.
4. Yes, she is.
5. Yes, she is.
6. Yes, she is.

1.11 He and She. (Yes answers only)

	Teacher	Half of Class or Student #1	Half of Class or Student #2
1.	Miss Snow	Is Miss Snow a secretary?	Yes, she is.
2.	Mr. Scott	Is Mr. Scott a merchant?	Yes, he is.
3.	Dick	_____?	_____.
4.	Jane	_____?	_____.
5.	Mr. Clark	_____?	_____.
6.	Miss Webb	_____?	_____.
7.	Mary	_____?	_____.
8.	Jim	_____?	_____.

Model D:

Is Mr. Lane a merchant? No, he's not.
Is Mrs. Lane a secretary? No, she's not.

1.12 Short answers with No. (Repetition)

1. No, he's not.
2. No, he's not.
3. No, he's not.
4. No, she's not.
5. No, she's not.
6. No, she's not.

1.13 He and She. (No answers only)

	Teacher	Half of Class or Student #1	Half of Class or Student #2
1.	Mr. Snow	Is Mr. Snow a teacher?	No, he's not.
2.	Mr. Carr	Is Mr. Carr a merchant?	No, he's not.
3.	Mrs. Scott	Is Mrs. Scott a secretary?	No, she's not.
4.	Jim	_____?	_____.
5.	Mr. Carr	_____?	_____.
6.	Kay	_____?	_____.
7.	Miss Webb	_____?	_____.
8.	Mrs. Carr	_____?	_____.

1.14 Conversation. He and She, Yes and No.

1. Teacher: Is Mr. Scott a merchant?
   Class: No, he's not.
2. Teacher: Is Jim a student?
   Class: Yes, he is.
3. Teacher: Is Mrs. Scott a teacher?
   Class: Yes, she is?
4. Teacher: Is Mr. Snow a secretary?
   Class: _____.
5. Teacher: Is Miss Lane a secretary?
   Class: _____.
6. Teacher: Is Jim a merchant?
   Class: _____.

1.15 Conversation. He and She, Yes and No.

1. Student 1: Is Miss Snow a secretary?
   Teacher: Yes, she is.
2. Student 2: Is Mr. Clark a merchant?
   Teacher: No, he's not.
3. Student 3: Is Tom a student?
   Teacher: Yes, he is.
4. Student 4: _____?
   Teacher: _____.
5. Student 5: _____?
   Teacher: _____.
6. Student 6: _____?
   Teacher: _____.

Model E:

Is Mr. Lane a teacher?

No, he's not. He's not a teacher. He's a farmer.

Is Mrs. Lane a secretary?

No, she's not. She's not a secretary. She's a teacher.

1.16 Not.

1.	Is Mr. Lane a teacher?	No, he's not.	He's not a teacher.
2.	Is Mr. Scott a merchant?	No, he's not.	He's not a merchant.
3.	Is Miss Jones a housewife?	No, _____.	_____.
4.	Is Tom a farmer?	_____.	_____.
5.	Is Mrs. Scott a secretary?	_____.	_____.

1.17 No and Not.

	Teacher	Class	
1.	Is Mr. Lane a teacher?	No, he's not.	He's not a teacher. He's a farmer.
2.	Is Mr. Scott a merchant?	_____.	_____.
3.	Is Miss Jones a housewife?	_____.	_____.
4.	Is Tom a farmer?	_____.	_____.
5.	Is Mrs. Scott a secretary?	_____.	_____.
6.	Is Mrs. Carr a merchant?	_____.	_____.

1.18 Choosing Yes or No.

	Teacher	Class
1.	Is Miss Snow a secretary?	Yes, she is. She's a secretary.
2.	Is Miss Snow a teacher?	No, she's not. She's not a teacher. She's a secretary.
3.	Is Mr. Webb a merchant?	_____. _____.
4.	Is Mr. Webb a farmer?	_____. _____. _____.
5.	Is Dick a student?	_____. _____.
6.	Is Dick a farmer?	_____. _____. _____.

Model F:

Is Mr. Lane a farmer or a merchant?

He's a farmer. He's not a merchant.

Is Miss Snow a teacher or a secretary?

She's a secretary. She's not a teacher.

1.19 Or.

	Teacher	Class
1.	Is Mr. Clark a teacher or a farmer?	He's a farmer.
2.	Is Mrs. Lane a student or a housewife?	She's a housewife.
3.	Is Miss Webb a teacher or a secretary?	_____.
4.	Is Mr. Snow a teacher or a merchant?	_____.
5.	Is Dick a farmer or a student?	_____.
6.	Is Mrs. Carr a housewife or a teacher?	_____.

1.20 Game (Give each student an occupation)

1. Student 1: Are you a teacher or a student?
   Student 2: I'm a student.
2. Student 2: Are you a secretary or a student?
   Student 3: I'm a secretary.
3. Student 3: Are you a merchant or a student?
   Student 4: I'm a merchant?
4. Student 4: _____?
   Student 5: _____.

INTONATION

Mr. Lane's a farmer.
Mr. Scott's a merchant.
Mrs. Carr's a teacher.
Miss Lane's a secretary.
Mr. Snow's a teacher.
Jim's a student.

He's a farmer.
He's a merchant.
She's a teacher.
She's a secretary.
He's a teacher.
He's a student.

Is Mr. Lane a farmer?
Is Mr. Scott a merchant?
Is Miss Lane a secretary?
Is Tom a student?
Is Mr. Carr a teacher?

Yes, yes, he is.
Yes. Yes, he is.
Yes. Yes, she is.
Yes. Yes, he is.
Yes. Yes, he is.

He's not a teacher.
He's not a farmer.
She's not a teacher.
She's not a secretary
He's not a student.
She's not a student.

No, he's not.
No, he's not.
No, she's not.
No, she's not.
No, he's not.
No, she's not.

Is Mr. Lane a farmer or a merchant?
Is Miss Snow a teacher or a secretary?
Is Mr. Webb a teacher or a merchant?
Is Tom a student or a farmer?
Is Miss Lane a teacher or a secretary?
Is Kay a student or a secretary?

LESSON ONE PRONUNCIATION: CONSONANTS

1. Introducing the contrast: /t/ and /θ/

Teacher

a. Mr. Webb's a merchant. He sells tin.
Mr. Snow's a teacher. He's very thin.

b. Mr. Webb sells tin.
Mr. Snow's very thin.

c. tin tin tin tin tin

d. thin thin thin thin thin

e. tttt....in θθθθ....in

2. Identifying the contrast. Say same or different.

Teacher		Class
a. tin	thin	different
b. tin	tin	same
c. thin	tin	different
d. thin	thin	same
e. tin	tin	same

3. Identifying the contrast: Say th or t.

Teacher	Class
a. tin	t
b. tin	t
c. thin	th
d. tin	t
e. thin	th

4. Producing the contrast: repetition.

Teacher		Class	
a. tin	thin	tin	thin
b. tin	tin	tin	tin
c. thin	thin	thin	thin
d. thin	tin	thin	tin
e. tin	thin	tin	thin

5. Memorize the following sentences:

a. Mr. Webb's a merchant. He sells tin.

b. Mr. Snow's a teacher. He's very thin.

6. Dictating words and sentences.

a. tin tin

b. thin tin

c. thin thin

d. thin tin

e. tin thin

f. It's tin.

g. It's thin.

h. It's thin.

i. It's thin.

j. It's tin.

7. Additional minimal pairs for advanced students.

a. boat both

b. bat bath

c. pat path

d. tick thick

PRONUNCIATION: Part II

1. Introducing the contrast: /θ/ and /s/

Teacher

The book is thick. The student's sick.

thick	sick
θθθθ....ick	ssss....ick

2. Identifying the contrast: Say same or different.

	Teacher		Class
a.	thick	thick	same
b.	thick	sick	different
c.	sick	sick	same
d.	sick	thick	different
e.	thick	sick	different

3. Identifying the contrast: Say s or th.

	Teacher	Class
a.	sick	s
b.	thick	th
c.	thick	th
d.	sick	s
e.	thick	th

4. Producing the contrast in words.

	Teacher		Class	
a.	sick	thick	sick	thick
b.	sick	sick	sick	sick
c.	thick	thick	thick	thick
d.	thick	sick	thick	sick
e.	sick	thick	sick	thick

5. Producing the contrast in sentences.

Teacher	Student
a. book/thick	The book's thick. It's thick.
b. man/thin	The man's thin. He's thin.
c. student/sick	The student's sick. He's sick.
d. wall/thick	The wall's thick. It's thick.
e. Mr. Snow/sick	Mr. Snow's sick. He's sick.

Memorize the following sentences:

Dick's a student. He's very sick.

This is a book. It's very thick.

6. Dictating words and sentences.

Words

a. thick sick

b. thick thick

c. sick sick

d. sick thick

e. thick sick

Sentences

a. The book's thick. It's thick.

b. Mr. Snow's sick. He's sick.

c. Dick's sick. He's sick.

7. Producing a three-way contrast: /θ/, /s/, and /t/.

a. thin sin tin

b. tin sin thin

c. sin tin thin

d. sin thin tin

e. thin thin sin

8. Additional contrasting words for advanced students.

a. thigh sigh tie

PRONUNCIATION: Part III

1. Introducing the contrast: /ð/ and /d/.

Teacher

a. They speak English every day.

they ... they speak

day ... every day

they ... They speak English.

day ... every day

ðð....ey

ddd....ay

2. Identifying the contrast: Say same or different.

	Teacher		Class
a.	day	day	same
b.	day	they	different
c.	they	they	same
d.	they	day	different
e.	day	they	different

3. Identifying the contrast: Say voiced th or d.

	Teacher	Class
a.	they	voiced th
b.	day	d
c.	day	d
d.	they	voiced th
e.	day	d

4. Producing the contrast: repetition.

	Teacher		Class	
a.	day	they	day	they
b.	they	day	they	day
c.	day	day	day	day
d.	they	day	they	day
e.	day	day	day	day

5. Producing the contrast in sentences. Memorize the following sentences.

a. They speak English every day.

b. They come to class every day. There they speak English.

6. Dictating words and sentences.

Words

a.	day	day
b.	day	they
c.	they	they
d.	they	they
e.	day	they

Sentences

a. They speak English every day.

b. They come to class every day.

c. There they speak English.

7. Additional contrasting words for advanced students.

a.	day	say	they	
b.	thick	Dick	sick	tick
c.	bass	bath	bat	bad

PRONUNCIATION: Part IV

1. Introducing the contrast: /ð/ and /z/.

   Teacher

   a. These students speak Amharic.

   b. The word buzz has two z's.

   c. These ... these students.

   d. z's ... two z's.

   e. ððððð...ese

   f. zzzzz...'s.

2. Identifying the contrast: Say same or different.

Teacher		Class
a. these	these	same
b. z's	z's	same
c. these	z's	different
d. z's	these	different
e. these	z's	different

3. Identifying the contrast: Say voiced th or z.

Teacher	Class
a. these	voiced th
b. z's	z
c. z's	z
d. these	voiced th
e. z's	z

4. Producing the contrast in words.

a.	z's	these	z's	these
b.	these	these	these	these
c.	these	z's	these	z's
d.	z's	z's	z's	z's
e.	these	z's	these	z's

5. Memorize the following sentences.
   a. These students speak Amharic.
   b. Those students speak English.
   c. The word buzz has two z's.
   d. The word fuzz has two z's.

6. Dictating words and sentences.

Words

a.	these	these
b.	these	z's
c.	z's	these
d.	these	z's
e.	z's	z's

Sentences

a. ~~These are z's.~~ This is a z.
b. These are z's.

7. Additional contrasting words for advanced students.

a.	day	they	say
b.	tin	thin	sin
c.	phase	face	faith
d.	thigh	sigh	die
e.	thick	sick	Dick

LESSON TWO:

AMHARIC ⟶ ENGLISH

GREETINGS:

1. Teacher: Good morning.
   Class: Good morning.

2. Teacher: Good morning.
   Class: Good morning.
   Teacher: How are you?
   Class: We're fine, thank you.

3. Teacher: Good morning.
   Student #1: Good morning.
   Teacher: How are you?
   Student #1: I'm fine, thank you. And how are you?

4. Teacher: Good morning.
   Student #1: Good morning.
   Teacher: How are you?
   Student #1: I'm fine, thank you.

5. Student #1: Good morning.
   Student #2: Good morning.
   Student #1: How are you?
   Student #2: I'm fine, thank you.

Class ⟶ we (are) Student ⟶ I (am)

LESSON TWO

Model A: Mr. Lane's a farmer, and Mr. Clark's a farmer.
They're farmers.

2.1 Plurals. /s/ merchants, students
/z/ farmers, teachers, secretaries

1.	merchant	merchants	/s/
2.	student	students	/s/
3.	farmer	farmers	/z/
4.	teacher	teachers	/z/
5.	secretary	secretaries	/z/

2.2 And between sentences.

1.	Mr. Lane/Mr. Clark	Mr. Lane's a farmer, and Mr. Clark's a farmer.
2.	Mrs. Scott/Mrs. Carr	Mrs. Scott's a teacher, and Mrs. Carr's a teacher.
3.	Miss Webb/Miss Snow	_____, _____.
4.	Dick/Tom	_____, _____.
5.	Mr. Webb/Mr. Scott	_____, _____.
6.	Mr. Snow/Mr. Carr	_____, _____.
7.	Mary/Jane	_____, _____.
8.	Miss Snow/Miss Lane	_____, _____.
9.	Mrs. Carr/Mrs. Lane	_____, _____.
10.	Dick Lane/Jim Webb	_____, _____.

2.3 They're (they are).

1. Mr. Lane/Mr. Clark — Mr. Lane's a farmer, and Mr. Clark's a farmer. They're farmers.
2. Dick/Kay — Dick's a student, and Kay's a student. They're students.
3. Miss Webb/Miss Snow — _____.
4. Mr. Clark/Mr. Lane — _____.
5. Mrs. Carr/Mrs. Lane — _____.
6. Tom/Kay — _____.

Model B:

Mr. Lane and Mr. Clark are farmers.
They're farmers.

2.4 And between words.

1. Mr. Lane/Mr. Clark — Mr. Lane and Mr. Clark are farmers. They're farmers.
2. Mrs. Lane/Mrs. Scott — Mrs. Lane and Mrs. Scott are teachers. They're teachers.
3. Mary/Jane — Mary and Jane are students. They're students.
4. Mr. Scott/Mr. Webb — _____.
5. Mrs. Carr/Mrs. Lane — _____.

2.5a Choosing he, she, or they. (Use the chart)

1.	Mr. Lane	He's a farmer.
2.	Mrs. Lane	She's a teacher.
3.	Mary/Jim	They're students.
4.	Mr. Clark	_____ a farmer.
5.	Mrs. Carr	_____ a teacher.
6.	Mrs. Lane/Mrs. Scott	_____ teachers.
7.	Mary/Jane	_____ students.
8.	Mr. Scott/Mr. Webb	_____ merchants.
9.	Mr. Webb	_____ a merchant.
10.	Dick	_____ a student.
11.	Mrs. Lane	_____ a teacher.
12.	Miss Lane	_____ a secretary
13.	Mr. Scott	_____ a merchant.
14.	Miss Lane/Miss Snow	_____ secretaries.
15.	Jim	_____ a student.

2.5b Choosing he, she, it, or they. (Use the chart)

1.	table	It's a table.
2.	Jane	She's a student.
3.	chair	It's a chair.
4.	Mr. Scott/Mr. Webb	They're merchants.
5.	duster	_____ a duster.
6.	Mrs. Clark	_____ a farmer.
7.	Mrs. Carr	_____ a teacher.
8.	Mary/Jane	_____ students.
9.	Jim Webb	_____ a student.
10.	pencil	_____ a pencil.
11.	Miss Lane	_____ a teacher.
12.	Mr. Webb	_____ a merchant.
13.	Mrs. Lane/Mrs. Scott	_____ teachers.
14.	pen	_____ a pen.
15.	Kay	_____ a student.

Model C:

Are Mr. Lane and Mr. Clark farmers?

Yes, they are. They're farmers.

Are Mr. Lane and Mr. Clark merchants?

No, they're not. They're not merchants. They're farmers.

2.6 Questions.

1. Mr. Lane/Mr. Clark — Are Mr. Lane and Mr. Clark farmers? Are they farmers?
2. Mr. Scott/Mr. Webb — Are Mr. Scott and Mr. Webb merchants? Are they merchants?
3. Mary/Jim — _____?
4. Mrs. Lane/Mrs. Scott — _____?

2.7 Repetition.

1. Yes, they are.
2. Yes, they are.
3. Yes, they are.
4. No, they're not.
5. No, they're not.
6. No, they're not.

2.8 Questions and answers.

1. Teacher: Are Mr. Lane and Mr. Clark farmers?
   Student #1: Yes, they are. They're farmers.
2. Student #1: Are Mr. Lane and Mr. Clark merchants?
   Student #2: No, they're not. They're farmers.
3. Student #2: Are Tom and Jane students?
   Student #3: _____. _____;
4. Student #3: _____?
   Student #4: _____. _____.

INTONATION

1. Mr. Lane's a farmer, and Mr. Clark's a farmer.
   Mrs. Scott's a teacher, and Mrs. Carr's a teacher.
   Miss Webb's a secretary, and Miss Snow's a secretary.
   Dick's a student, and Tom's a student.

2. Mr. Lane and Mr. Clark are farmers.
   Mrs. Lane and Mrs. Scott are teachers.
   Mary and Jane are students.
   Mr. Scott and Mr. Webb are merchants.

3. Are Mr. Lane and Mr. Clark farmers?
   Are Mr. Scott and Mr. Webb teachers?
   Are Mrs. Scott and Mrs. Carr teachers?
   Are Kay and Jim students?

4. Yes, they are. — No, they're not.
   Yes, they are. — No, they're not.
   Yes, they are. — No, they're not.
   Yes, they are. — No, they're not.

5. They're farmers. — They're not merchants.
   They're merchants. — They're not teachers.
   They're teachers. — They're not secretaries.
   They're secretaries. — They're not students.
   They're students. — They're not farmers.

PRONUNCIATION: Part I

1. Introducing the contrast: /n/ and /ŋ/.

Teacher

Dick rang the bell and ran to class.

rang

rang the bell

ran

ran to class

rang the bell

ra ŋŋŋŋŋ —

rannnnnn —

2. Identifying the contrast: Say same or different.

	Teacher		Class
a.	ran	ran	same
b.	ran	rang	different
c.	rang	rang	same
d.	ran	ran	same
e.	rang	ran	different

3. Identifying the contrast: say n or eng.

	Teacher	Class
a.	ran	n
b.	ran	n
c.	rang	eng
d.	ran	n
e.	rang	eng

4. Producing the contrast: repetition.

	Teacher		Class	
a.	ran	rang	ran	rang
b.	ran	ran	ran	ran
c.	ran	ran	ran	ran
d.	rang	ran	rang	ran
e.	rang	rang	rang	rang

5. Producing the contrast in sentences. Memorize the following sentences.

a. Dick rang the bell and ran to class.

b. Dick ran outside and rang the bell.

c. He rings the bell every day.

d. He runs to school every day.

6. Dictating words and sentences.

Words

a. ran rang

b. ran ran

c. rang ran

d. rang ran

e. ran ran

Sentences

a. Dick rang the bell and ran to class.

b. He rings the bell every day.

c. Dick ran outside and rang the bell.

d. He runs to school every day.

e. They sell rings and tin and everything.

7. Additional minimal pairs for advanced students.

a. sun sung

b. run rung

c. thin thing

d. sin sing

e. kin king

PRONUNCIATION: Part II

1. Introducing the contrast: /ŋ/ and / g/

Teacher

Mr. Webb's a singer.

This is a singer.

a singer

a finger

singer

finger

si ŋ er

fi g er

2. Producing the contrast.

	Teacher		Class	
a.	long	longer	long	longer
b.	sing	singer	sing	singer

3. Producing the contrast in context. Memorize the following sentences:

   a. Kim is the king's son. He's a very fast runner.

   b. John's a student. He's a very fast swimmer.

LESSON THREE:

AMHARIC ⟶ ENGLISH

GREETINGS:

1. Teacher: Good afternoon.
   Class: Good afternoon.
   Teacher: How are you?
   Class: We're fine, thank you. And how are you?

2. Teacher: Good afternoon.
   Student #1: Good afternoon.
   Teacher: How are you?
   Student #1: Fine, thank you. (I'm fine, thank you)

3. Teacher: Good afternoon.
   Student #1 Good afternoon.
   Teacher: How are you?
   Student #1: I'm fine, thank you. And how are you?
   Teacher: Fine, thank you.

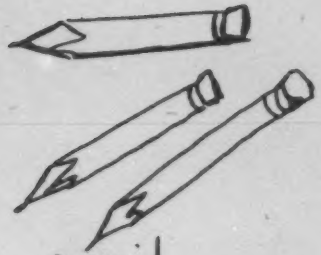
4. Student #1: Good afternoon.
   Teacher: Good afternoon.
   Student #1: How are you?
   Teacher: Fine, thank you. And how are you?
   Student #1: Fine, thank you.

5. Student #1: Good afternoon.
   Student #2: Good afternoon.
   Student #1: How are you?
   Student #2: Fine, thank you. And how are you?
   Student #1: I'm fine, thank you.

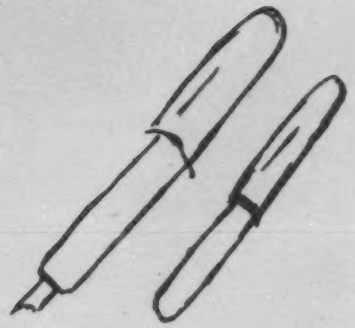
Class ⟶ we are Student ⟶ I am

SINGULAR AND PLURALS - CHART

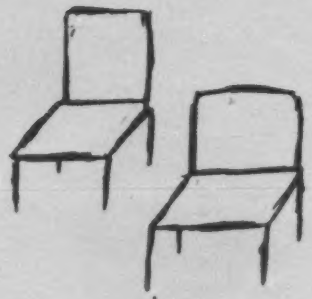
book



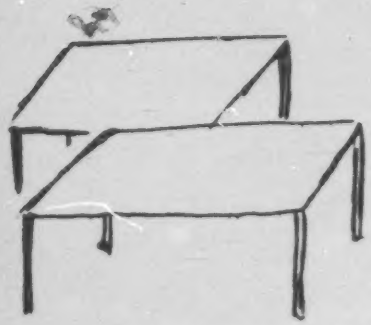
pencil



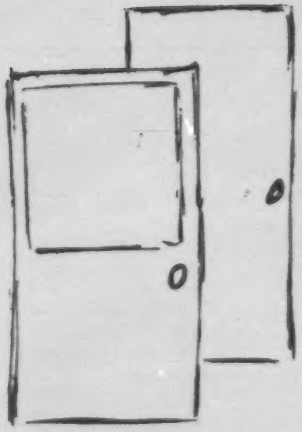
pen



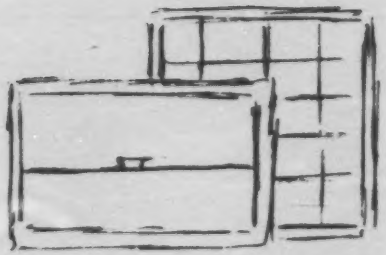
chair



table



door



window

duster

LESSON THREE

book	pencil	pen	chair
table	door	window	duster

Model A:

What's this?
It's a book.

3.1 Repetition. book it

1. a book...it
2. a pencil...it
3. a pen...it
4. a chair...it
5. a table...it
6. a door...it
7. a window...it
8. a duster...it

3.2 Repetition. The contraction of it's/ɪts/.

1. It's a book.
2. It's a pencil.
3. It's a pen.
4. It's a chair.
5. It's a table.
6. It's a door.
7. It's a window.
8. It's a duster.

3.3 Completion.

1. book	It's a book.
2. pencil	It's a pencil.
3. pen	_____.
4. chair	_____.
5. table	_____.
6. door	_____.
7. window	_____.
8. duster	_____.

3.4 Practice on a and it's a/ɪts /.

1.	book	a book	It's a book.
2.	pencil	_____	_____.
3.	pen	_____	_____.
4.	chair	_____	_____.
5.	table	_____	_____.
6.	door	_____	_____.
7.	window	_____	_____.
8.	duster	_____	_____.

3.5 Repetition. Questions with what.

1. What's this?
2. What's this?
3. What's this?
4. What's this?
5. What's this?
6. What's this?
7. What's this?
8. What's this?

3.6 Questions and answers. Use the chart on page 1.

1.	What's this?	(book)	It's a book.
2.	What's this?	(pencil)	It's a pencil.
3.	What's this?	(pen)	_____.
4.	What's this?	(chair)	_____.
5.	What's this?	(table)	_____.
6.	What's this?	(door)	_____.
7.	What's this?	(window)	_____.
8.	What's this?	(duster)	_____.

3.7 Conversation.

1. Teacher: What's this?
   Class: It's a book.
2. Teacher: What's this?
   Class: It's a pencil.
3. Teacher: What's this?
   Class: _____.
4. Teacher: What's this?
   Class: _____.
5. Teacher: What's this?
   Class: _____.
6. Teacher: What's this?
   Class: _____.
7. Teacher: What's this?
   Class: _____.
8. Teacher: What's this?
   Class: _____.

3.8 Conversation. Chain Drill.

1. Teacher: What's this?
   Student #1: It's a book.
2. Student #1: What's this?
   Student #2: It's a pencil.
3. Student #2: What's this?
   Student #3: _____.
4. Student #3: What's this?
   Student #4: _____.
5. Student #4: What's this?
   Student #6: _____.
6. Student #5: What's this?
   Student #6: _____.
7. Student #6: What's this?
   Student #7: _____.
8. Student #7: What's this?
   Student #8: _____.

Model B:

What's this? Is it a book?
Yes. Yes, it is.

3.9 Yes-No Questions.

1.	book	a book	Is it a book?
2.	pencil	a pencil	Is it a pencil?
3.	pen	_____	_____?
4.	chair	_____	_____?
5.	table	_____	_____?
6.	door	_____	_____?
7.	window	_____	_____?
8.	duster	_____	_____?

3.10 Repetition. Short answers with yes.

1.	Yes.	Yes, it is.	5.	Yes.	Yes, it is.
2.	Yes.	Yes, it is.	6.	Yes.	Yes, it is.
3.	Yes.	Yes, it is.	7.	Yes.	Yes, it is.
4.	Yes.	Yes, it is.	8.	Yes.	Yes, it is.

3.11 Conversation.

1.	Teacher:	Is it a book?
	Class:	Yes, it is.
2.	Teacher:	Is it a pencil?
	Class:	Yes, it is.
3.	Teacher:	Is it a pen?
	Class:	_____.
4.	Teacher:	Is it a chair?
	Class:	_____.
5.	Teacher:	Is it a table?
	Class:	_____.
6.	Teacher:	Is it a door?
	Class:	_____.
7.	Teacher:	Is it a window?
	Class:	_____.
8.	Teacher:	Is it a duster?
	Class:	_____.

Model C:

Is it a pencil?
No. No, it's not.

3.12 Repetition. Short answers with no.

1. No. No, it's not.
2. No. No, it's not.
3. No. No, it's not.
4. No. No, it's not.
5. No. No, it's not.
6. No. No, it's not.
7. No. No, it's not.
8. No. No, it's not.

3.13 Questions and short answers with no.

1.	Is it a pencil?	No, it's not.
2.	Is it a pen?	No, it's not.
3.	__ it a chair?	_____.
4.	_____ a table?	_____.
5.	_____ door?	_____.
6.	_____ window?	_____.
7.	_____ duster?	_____.
8.	_____ book?	_____.

3.14 Answers with yes and no.

1. Teacher: What's this? Is it a book?
   Class: Yes, it is.
   Teacher: Is it a pencil?
   Class: No, it's not.
2. Teacher: What's this? Is it a pencil?
   Class: Yes, it is.
   Teacher: Is it a pen?
   Class: No, it's not.
3. Teacher: What's this? Is it a pen?
   Class: Yes, it is.
   Teacher: Is it a pencil?
   Class: _____.
4. Teacher: What's this? Is it a chair?
   Class: _____.
   Teacher: Is it a table?
   Class: _____.

3.15 Conversation.

1. Teacher: What's this? Is it a book?
   Class: Yes, it is.
2. Teacher: What's this? Is it a pencil?
   Class: No, it's not.
3. Teacher: What's this? Is it a pen?
   Class: _____.
4. Teacher: What's this? Is it a chair?
   Class: _____.
5. Teacher: What's this? Is it a table?
   Class: _____.
6. Teacher: What's this? Is it a door?
   Class: _____.
7. Teacher: What's this? Is it a window?
   Class: _____.
8. Teacher: What's this? Is it a duster?
   Class: _____.

Model D:

Is this a pencil? No, it's not. It's not a pencil.

3.16 Conversation.

1. Teacher: Is this a book?
   Class: No, it's not. It's a pencil.
2. Teacher: Is this a pen?
   Class: No, it's not. It's a _____.
3. Teacher: Is this a chair?
   Class: No, it's not. It's a _____.
4. Teacher: Is this a table?
   Class: No, it's not. It's a _____.
5. Teacher: Is this a duster?
   Class: No, it's not. It's a _____.
6. Teacher: Is this a pencil?
   Class: No, it's not. It's a _____.
7. Teacher: Is this a door?
   Class: No, it's not. It's a _____.
8. Teacher: Is this a window?
   Class: No, it's not. It's a _____.

1.17 Conversation. Negative sentences with stressed not.

1.	Teacher:	Is this a book?
	Class:	No, it's not. It's not a book.
2.	Teacher:	Is this a pencil?
	Class:	No, it's not. It's not a pencil.
3.	Teacher:	Is this a pen?
	Class:	No, it's not. _____.
4.	Teacher:	Is this a chair?
	Class:	_____. _____.
5.	Teacher:	Is this a table?
	Class:	_____. _____.
6.	Teacher:	Is this a door?
	Class:	_____. _____.
7.	Teacher:	Is this a window?
	Class:	_____. _____.
8.	Teacher:	Is this a duster?
	Class:	_____. _____.

1.18 Chain Drill.

1.	Teacher:	What's this? Is it a book?
	Student #1:	Yes, it is.
2.	Student #1:	What's this? Is it a book?
	Student #2:	No, it's not. It's not a book. It's a pencil.
3.	Student #2:	What's this? Is it a pencil?
	Student #3:	Yes, it is.
4.	Student #3:	What's this? Is it a chair?
	Student #4:	No, it's not. It's not a chair. It's a table.
5.	Student #4:	What's this? Is it a duster?
	Student #5:	Yes, it is.
6.	Student #5:	What's this? Is it a door?
	Student #6:	No, it's not. It's not a door. It's a window.
7.	Student #6:	What's this? Is it a pen?
	Student #7:	Yes, it is.
8.	Student #7:	What's this? Is it a pen?
	Student #8:	No, it's not. It's not a pen. It's a chair.

Note: All the exercises can be reviewed as chain drills.

3.19 Choosing he, she, or it.

	Teacher	Class
1.	Miss Snow	she
2.	Tom	he
3.	a book	it
4.	Miss Webb	she
5.	Kay	she
6.	a duster	it

3.20 Choosing he, she, or it.

	Teacher	Class
1.	Is Miss Snow a secretary?	Yes, she is.
2.	Is Tom a student?	Yes, he is.
3.	Is this a book?	Yes, it is.
4.	Is Mr. Clark a farmer?	Yes, he is.
5.	Is this a window?	Yes, it is.
6.	Is Mary a student?	Yes, she is.

3.21 Or...it

1.	Is it a table or a chair?	It's a table.
2.	Is it a pencil or a pen?	It's a pen.
3.	Is it a door or a notebook?	_____.
4.	Is it a chair or a door?	_____.
5.	Is it a notebook or a chair?	_____.
6.	_____?	_____.

PRONUNCIATION: INTONATION

1.	What's this?	What's this?
	What's this?	What's this?
	What's this?	What's this?
	What's this?	What's this?
2.	It's a book.	It's a pencil.
	It's a pen.	It's a door.
	It's a window.	It's a duster.
3.	Is it a book?	Is it a pencil?
	Is it a pen?	Is it a chair?
	Is it a table?	Is it a door?
	Is it a window?	Is it a duster?
4.	Yes, it is.	Yes, it is.
	Yes, it is.	Yes, it is.
	Yes, it is.	Yes, it is.
5.	No, it's not.	No, it's not.
	No, it's not.	No, it's not.
	No, it's not.	No, it's not.
6.	It's not a book.	It's not a pencil.
	It's not a pen.	It's not a door.
	It's not a window.	It's not a duster.
	It's not a table.	It's not a chair.

PRONUNCIATION: CONSONANTS

1. Introducing the contrast: /f/ and /v/

   Teacher: Use pictures or Amharic equivalents to introduce the two words.

a.	What's this? It's a fan.	What's this? It's a van.
b.	It's a fan.	It's a van.
c.	a fan	a van
d.	fan	fan
e.	fffff...an	vvvvv...an
f.	/f/ is voiceless.	/v/ is voiced.

2. Identifying the contrast: say same or different.

	Teacher		Class
a.	van	van	same
b.	fan	fan	same
c.	fan	van	different
d.	van	fan	different
e.	fan	fan	same

3. Identifying the contrast: say f or v.

Teacher	Class
a. fan	f
b. van	v
c. van	v
d. fan	f
e. van	v
f. fan	f
g. fan	f
h. van	v
i. fan	f

4. Producing the contrast: repetition.

Teacher		Class	
a. fan	van	fan	van
b. van	fan	van	fan
c. van	fan	van	fan
d. van	fan	van	fan
e. fan	van	fan	van
f. fan	van	fan	van

5. Producing the contrast in conversation. Cue the drills with pictures.

Teacher	Class
What's this? (show picture)	It's a _____.

6. Memorizing sentences.

   a. It's a very fine van.

   b. It's a very fine fan.

7. Dictating words and sentences.

   Words

   a. fan van

   b. van fan

   c. fan fan

   d. van fan

   e. van van

   Sentences

   a. It's a fan.

   b. It's a fan.

   c. It's a van.

   d. It's a fan.

   e. It's a van.

8. Additional minimal pairs for advanced students.

   a. fine vine

   b. fairy very

   c. belief believe

   d. safe save

LESSON FOUR:

AMHARIC ⟶ ENGLISH

GREETINGS:

1. Teacher: Good evening.
   Class: Good evening.
   Teacher: How are you?
   Class: We're fine, thank you.

2. Teacher: Good evening.
   Student #1: Good evening.
   Teacher: How are you?
   Student #1: Fine, thank you. And how are you?

REVIEW:

1. Hello
   Good morning
   Good afternoon
   Good evening

2. How are you?
   Fine.
   Fine, thank you.
   I'm fine, thank you.
   We're fine, thank you.
   And how are you?

LESSON FOUR

Model A:

This is a book.
These are books.

4.1 Plurals

/s/ books
/z/ pencils, pens, chairs, tables, doors, windows, dusters.

1. book _____
2. pencil _____
3. pen _____
4. chair _____
5. table _____
6. door _____
7. window _____
8. duster _____

4.2a <u>These</u> <u>are</u>.

1. books	These are books.
2. pencils	These are pencils.
3. pens	_____.
4. chairs	_____.
5. tables	_____.
6. doors	_____.
7. windows	_____.
8. dusters	_____.

4.2b <u>This is</u> and <u>These are</u>.

1. This is a book.	These are books.
2. This is a pencil	These are pencils.
3. This is a pen	_____.
4. This is a chair	_____.
5. This is a table	_____.
6. This is a door.	_____.
7. This is a window.	_____.
8. This is a duster.	_____.

Model B: What are these? They're books.

4.3 Repetition

1. What are these?
2. What are these?
3. What are these?
4. What are these?
5. What are these?
6. What are these?

4.4 Questions and answers.

1.	What are these?	Books.	They're books.
2.	What are these?	Dusters.	They're dusters.
3.	What are these?	Doors.	_____.
4.	What are these?	Windows.	_____.
5.	What are these?	_____.	_____.
6.	What are these?	_____.	_____.
7.	What are these?	_____.	_____.
8.	What are these?	_____.	_____.

4.5 <u>It</u> and <u>they</u>.

1.	book	It's a book.
	books	They're books.
2.	window	It's a window.
	windows	They're windows.
3.	door	_____.
	doors	_____.
4.	table	_____.
	tables	_____.
5.	pencil	_____.
	pencils	_____.
6.	pen	_____.
	pens	_____.
7.	chair	_____.
	chairs	_____.
8.	duster	_____.
	dusters	_____.

Model C:

What are these? Are they books?
Yes. Yes, they are. They're books.
Are they pencils?
No. No, they're not. They're not pencils.

4.6 Questions.

1.	book	books	Are they books?
2.	duster	dusters	Are they dusters?
3.	window	windows	_____?
4.	chair	_____	_____?
5.	door	_____	_____?
6.	pencil	_____	_____?
7.	table	_____	_____?
8.	pen	_____	_____?

4.7 Short answers: repetition.

1.	Yes, they are.	5.	No, they're not.
2.	Yes, they are.	6.	No, they're not.
3.	Yes, they are.	7.	No, they're not.
4.	Yes, they are.	8.	No, they're not.

4.8 Questions and short answers.

1.	Teacher:	What are these?	Are they books?
	Student #1:	Yes, they are.	
2.	Student #1:	What are these?	Are they pencils?
	Student #2:	No, they're not.	
3.	Student #2:	What are these?	Are they _____?
	Student #3:	_____.	
4.	Student #3:	What are these?	Are they _____?
	Student #4:	_____.	

4.9 Stressed not.

1.	Are these books?	No, they're not.	They're not books.
2.	Are these dusters?	No, they're not.	They're not dusters.
3.	Are these windows?	No, they're not.	They're not windows.
4.	Are these chairs?	No, they're not.	They're not chairs.
5.	Are these doors?	No, they're not.	They're not doors.
6.	Are these pencils?	No, they're not.	They're not pencils.
7.	Are these tables?	No, they're not.	They're not tables.
8.	Are these pens?	No, they're not.	They're not pens.

4.10 Conversation. (Answers with no)

	Teacher		Class
1.	Are they books?	No, they're not.	They're not books. They're pens.
2.	Are they dusters?	No, they're not.	They're not dusters. They're pencils.
3.	Are they windows?	No, they're not.	They're not windows. They're tables.
4.	Are they chairs?	_____.	_____.
5.	Are they _____.	_____.	_____.

4.11 Conversation. (Answers with yes or no)

1.	Are they books?	Yes, they are.	They're books.
2.	Are they books?	No, they're not.	They're not books. They're tables.
3.	Are they dusters?	Yes, they are.	They're dusters.
4.	Are they dusters?	_____.	_____.
5.	Are they chairs?	_____.	_____.
6.	Are they chairs?	_____.	_____.
7.	Are they windows?	_____.	_____.
8.	Are they windows?	_____.	_____.

PRONUNCIATION: INTONATION

GREETINGS

Hello.

Good morning.

Good afternoon.

Good evening.

Student #1: How are you?

Student #2: Fine, thank you.

Student #1: How are you?

Student #2: I'm fine, thank you. And how are you?

Teacher: How are you?

Class: We're fine, thank you. And how are you?

PRONUNCIATION: INTONATION

1. This is a book.
   This is a pencil.
   This is a pen.
   This is a chair.
   This is a table.

2. These are books.
   These are chairs.
   These are pens.
   These are doors.
   These are dusters.
   These are pencils.
   These are tables.
   These are windows.

3. What are these?
   What are these?
   What are these?
   What are these?

4. They're books.
   They're pens.
   They're doors.
   They're chairs.

5. Are they books?
   Are they chairs?
   Are they pens?
   Are they doors?
   Are they dusters?
   Are they pencils?
   Are they tables?
   Are they windows?

6. Yes, they are.
   Yes, they are.
   Yes, they are.
   Yes, they are.
   Yes, they are.

7. No, they're not.
   No, they're not.
   No, they're not.
   No, they're not.

8. They're not pencils.
   They're not books.
   They're not dusters.
   They're not windows.
   They're not tables.

PRONUNCIATION: CONSONANTS

1. Introducing the contrast: /r/ and /l/.

Teacher	
These answers are wrong.	These answers are long.
They're wrong.	They're long.
r: rrrrrrrrr...wrong	l: lllllllll...long

2. Identifying the contrast: say same or different.

	Teacher		Class
a.	wrong	long	different
b.	long	wrong	different
c.	wrong	wrong	same
d.	long	wrong	different
e.	wrong	long	different

3. Identifying the contrast: say r or l.

	Teacher	Class
a.	long	l
b.	wrong	r
c.	wrong	r
d.	long	l
e.	wrong	r

4. Producing the contrast: repetition.

	Teacher		Class	
a.	wrong	long	wrong	long
b.	long	wrong	long	wrong
c.	wrong	wrong	wrong	wrong
d.	long	long	long	long
e.	long	wrong	long	wrong

5. Producing the contrast in sentences.

a. (wrong) These are wrong. They're wrong.

b. (long) _____. _____.

c. (right) _____. _____.

d. (light) _____. _____.

What are these? Are they rhymes?

No, they're not. They're not rhymes. They're limes.

loads	roads
limes	rhymes
roads	loads
rhymes	limes

6. Dictating words and sentences.

Words

a. wrong long

b. long wrong

c. long long

d. wrong wrong

e. wrong long

Sentences

a. What are these? Are they rhymes?

b. No, they're not. They're not rhymes. They're limes.

7. Additional minimal pairs for advanced students.

a. rice lice

b. rain lain

c. right light

d. write light

e. rate late

REVIEW: UNIT I - GRAMMAR

AMHARIC ⟶ ENGLISH

1. and 2. Be with personal pronouns.

a.	Iam.	we are
b.	you are	you are
c.	he is she is it is	they are

Exercise 1: What are the singular pronouns? The plural pronouns?
What are the three forms of Be that have been introduced?

Exercise 2: Substitute:

I'm a student.

a.	he	He's a student.
b.	they	They're students.
c.	farmers	They're farmers.
d.	he	_____.
e.	we	_____.
f.	you (plural)	_____.
g.	you singular)	_____.
h.	teacher	_____.
i.	I	_____.
j.	she	_____.
k.	secretaries	_____.
l.	Miss Snow	_____.
m.	student	_____.
n.	she	_____.
o.	they	_____.

3. Demonstratives:

this (singular)

these (plural)

Exercise 3: Fill in the blanks with <u>This is</u> or <u>These are</u>:

a. _____ door.
b. _____ tables.
c. _____ window.
d. _____ chair
e. _____ pencils.

4. <u>Yes</u> - <u>No</u> questions.

a. This is a book....Is this a book?
b. It's a book.....Is it a book?
c. These are books...Are they books?
d. They're books.....Are they books?

Exercise 4: Change the statements to <u>yes</u> - <u>no</u> questions.

a.	He's a farmer.	Is he a farmer?
b.	They're teachers.	_____?
c.	We're students.	_____?
d.	I'm a student.	_____?
e.	These are books.	_____?
f.	They're windows.	_____?
g.	This is a chair.	_____?
h.	It's a door.	_____?
i.	You're a teacher.	_____?
j.	We're farmers.	_____?

5. Wh questions.

Example 1: This is a book.

Is this a book?

What is this?

Example 2: These are books.

Are these books?

What are these?

Exercise 5: Change the statements to yes - no questions and then to wh questions.

a.	This is a pencil.	_____?	_____?
b.	These are books.	_____?	_____?
c.	These are tables.	_____?	_____?
d.	This is a duster.	_____?	_____?
e.	These are dusters.	_____?	_____?
f.	This is a pencil.	_____?	_____?
g.	This is a pen.	_____?	_____?
h.	These are windows.	_____?	_____?

6. Negatives: Not.

Example I'm a student I'm not a student.

Exercise 6: Change the following statements to the negative.

a.	They're teachers.	_____.
b.	I'm a teacher.	_____.
c.	This is a book.	_____.
d.	These are pencils.	_____.
e.	Miss Lane is a student.	_____.
f.	Mr. Snow and Mr. Carr are farmers.	_____.
g.	Jim and Dick are merchants.	_____.
h.	We're farmers.	_____.

7. Plurals.

Exercise 7: Make the following nouns plural.

a. book_____
b. pencil_____
c. pen_____
d. chair_____
e. table_____
f. door_____
g. window_____
h. duster_____
i. farmer_____
j. merchant_____
k. teacher_____
l. secretary_____
m. student_____

Exercise 8: Make the following sentences plural.

a. He's a farmer. They're farmers.
b. She's a secretary _____.
c. It's a table. _____.
d. It's a chair. _____.
e. He's a student. _____.
f. She's a teacher. _____.
g. It's a book. _____.
h. It's a duster. _____.

Exercise 9: Make the following sentences singular. Be sure to use a.

a. They're pens. It's a pen.
b. They're chairs. _____.
c. They're books. _____.
d. They're pencils. _____.
e. They're farmers. _____.
f. They're secretaries. _____.
g. They're merchants. _____.
h. They're teachers. _____.

8. Conjunction: And, Or.

Exercise 10: Follow the example as you connect sentences and words with and.

Example: Mr. Lane/Mr. Clark
Mr. Lane's a farmer, and Mr. Clark's a farmer.
Mr. Lane and Mr. Clark are farmers.

a. Mr. Scott/Mr. Webb _____, _____.
_____.

b. Mr. Snow/Mr. Carr _____, _____.
_____.

c. Mrs. Lane/Mrs. Scott _____, _____.
_____.

d. Miss Snow/Miss Lane _____, _____.
_____.

Exercise 11: Follow the example as you ask questions with or. Give the correct answers according to the chart.

Example: Mr. Lane/farmer/merchant
Is Mr. Lane a farmer, or a merchant?
He's a farmer.

a. Mr. Webb/farmer/merchant _____, _____.
_____.

b. Miss Carr/teacher/secretary _____, _____.
_____.

c. Tom/student/merchant _____, _____.
_____.

d. Miss Lane/secretary/student _____, _____.
_____.

REVIEW: UNIT I - PRONUNCIATION

Sounds to be reviewed.

Stops:		t d	
Fricatives:	f v	s z	θ ð
Nasals:		n	ŋ
Linguals:		l	r

I. /f/ and /v/.

1. Identification: say f or v.

Teacher	Class
fan	f
van	v
fan	v

2. Production: say fan or van.

Teacher	Class
f	fan
f	fan
v	van
f	fan
v	van

3. Dictation. Write the words you hear.

fan	fan
van	fan
fan	van
fan	fan
save	safe
safe	safe
safe	save
save	save

II. /θ/, /t/, and /s/.

1. Identification: say th, t, and s.

Teacher	Class
thick	th
tick	t
tick	t
sick	s
thick	th
sick	s
thick	th
tick	t
sick	s

2. Production: say thick, tick, or sick.

Teacher	Class
th	thick
t	tick
s	sick
t	tick
th	thick
s	sick
th	thick

3. Dictation. Write the words you hear.

thick	tick
tick	tick
thick	sick
tick	thick
sick	tick

III. /ð/, /d/, and /z/.

1. Identification: say voiced th, z, or d.

Teacher	Class
these	th
Z's	z
D's	d
Z's	z
these	th
D's	d

2. Production: say these, Z's, or D's.

th---these d---D's z---Z's

Teacher	Class
th	these
d	D's
th	these
z	Z's
th	these
d	D's

3. Dictation. Write the words you hear.

these	D's
Z's	D's
D's	D's
these	these
D's	these

IV. /n/, /ŋ/ and / g/.

1. Identification: say n, eng or ng.

Teacher	Class
ran	n
rang	eng
rang	eng
ran	n
ran	n
finger	ng
singer	eng
singer	eng
finger	ng
finger	ng

2. Production: say ran or rang.

Teacher	Class
n	ran
eng	rang
eng	rang
n	ran
eng	rang
eng	rang
n	ran

Say singer or finger.

Teacher	Class
eng	singer
ng	finger
ng	finger
eng	singer
eng	singer

3. Dictation. Write the words you hear.

ran	rang
ran	ran
rang	ran
rang	rang
singer	finger
finger	finger
finger	singer

V. /r/ and /l/.

1. Identification: say r or l.

Teacher	Class
wrong	r
long	l
long	l
wrong	r
right	r
light	l
light	l
right	r

2. Production: say wrong or long.

Teacher	Class
r	wrong
r	wrong
l	long
l	long
r	wrong

Say right or light.

l	light
l	light
r	right
l	light
r	right
r	right
l	light

3. Dictation. Write the words you hear.

wrong	long
long	long
wrong	wrong
long	wrong
right	light
right	right
light	right
light	light

VI. Practice saying the following words: (optional)

/f/	/v/	/θ/th	/ð/th
fan	van	ether	either
fairy	very	path	mother
raffle	ravel	both	father
shuffle	shovel	thin	brother
belief	believe	thick	neither
safe	save	author	other
		athlete	this
		cloth	that
		Ethiopia	these
		earth	those
		birth	the
		health	leather
		south	feather
		north	

/n/	/m/	/ŋ/	/l/	/r/
sinner	simmer	singer	long	wrong
sun	sum	sung	lice	rice
ran	ram	rang	load	road
kin	Kim	king	lane	rain
lawn		long	lip	rip
thin		thing	light	right
		bang	late	rate
		hanger		

CONTRASTIVE COMMENTS

Lesson One

Greetings

A. Summary of grammatical points.

are you (singular) ⟷ nə-wot (singular-formal)

are you (plural) ⟷ n-aččɪhu (plural)

are (bɐ) ⟷ n(ə)-

how ⟷ ɪndəmɪn

B. Questions.

1. What is the difference between naččɪhu and nəwot? (Note: -aččɪhu and -wot are person markers.) Does English make this distinction? (Compare French intimate tu and polite vous.)

2. Contrast n(ə)- and are. (Note: n(ə)- is a stem.) Can you give a reason for the (ə) after n in nəwot? (Compare English buzz/buzzes.)

C. Possible language learning problems.*

1. Amharic to English.

2. English to Amharic.

Model A

A. Summary of grammatical points.

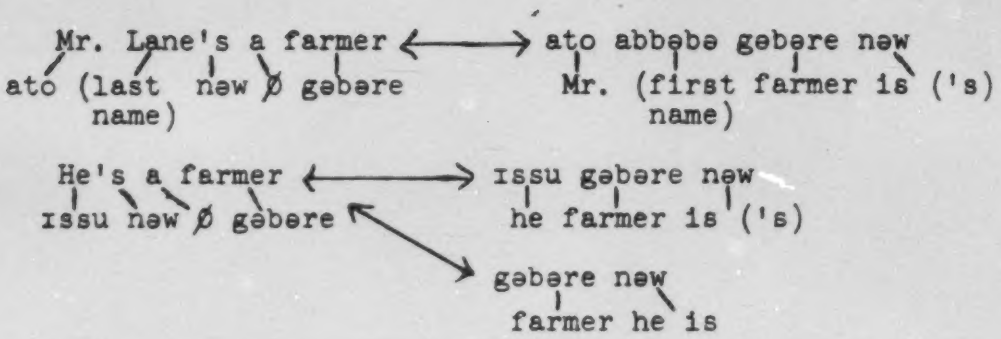
Mr. ⟷ ato

is (bɐ) ⟷ n(ə)-

he is ⟷ nə-w

he (singular-masc.) ⟷ ɪssu (singular-masculine)

*This section is meant to call attention to obvious points of interference. In some models it is possible that no interference will occur.



B. Questions.

1. Does Amharic use Mr. with last names or with first names?
2. Contrast is and new. (Note: n(ə)- is a bound stem and must always have a person marker, even when the sentence has an independent subject. Thus it might be best to consider is equal to new rather than n(ə)-.)
3. Compare he with issu. Does Amharic need to use an independent pronoun?
4. Contrast issu gebere new and gebere new. (Note: The choice between issu gebere new and gebere new is stylistic. The answer to What's Mr. Lane? is normally gebere new. issu gebere new, which occurs less frequently, is more emphatic.)
5. Contrast He's a farmer and issu gebere new. Does Amharic use a contraction? How does the word order of the two sentences differ? Does Amharic use the indefinite article a?

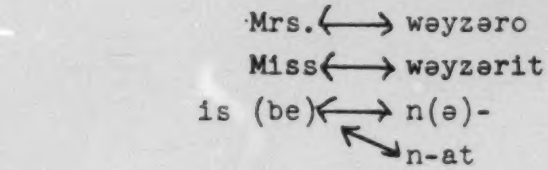
C. Possible language learning problems.

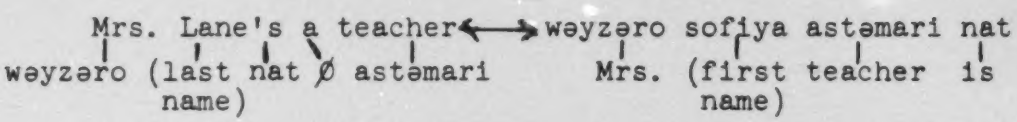
1. Amharic to English.
   Example: Students will need practice with the word mister which is never spelled out in English. Students will need practice using Mr. with last names instead of with first names. Amharic speakers will need practice on contractions of be, on the use of the independent pronoun he, and on the indefinite article a. The independent article must be practiced in sentences where it is unstressed and receives the pronunciation /ə/. He's a /ə/ farmer.

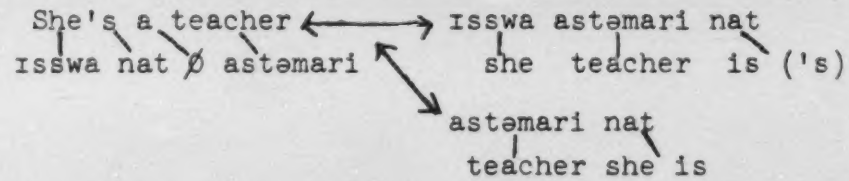
2. English to Amharic.
   Example: English speakers will need practice using ato with first names instead of with last names. English speakers will need practice with double consonants, and with final h. (To introduce double consonants, try to get the students to hear the difference between the /n/ in pennant and the /nn/ in penknife.)

Model B

A. Summary of grammatical points.







B. Questions.

1. Contrast is and nat/nəw. Does English need a separate form of is for masculine and feminine subjects?
2. Compare she and ɪsswa. Does English need to use an independent personal pronoun? (Note: The use of ɪsswa is stylistic in Amharic. The answer to What's Mrs. Lane? is normally astəmari nat. ɪsswa astəmari nat is more emphatic.)

3. Contrast She's a teacher and ɪsswa astəmari nat. (Note: The feminine person marker -at agrees with ɪsswa.) Does English is show gender concord with the subject?

C. Possible language learning problems.

1. Amharic to English.
Example: Amharic speakers will need practice using the word /mɪsəz/, which is never spelled out in English, and practice using Mrs. and Miss with last names instead of first names. They will also need practice on the independent personal pronoun she.

2. English to Amharic.
Example: English speakers will need practice on the feminine and masculine person markers -at and -w.

Model C

A. Summary of grammatical points.

yes ⟷ awon

he is ⟷ nə-w

she is ⟷ n-at

Is Mr. Lane a farmer? ⟷ ato abbəbə gəbərə nəw?
nəw ato (last Ø gəbərə — Mr. (first farmer is
name) name)

Yes, he is ⟷ awon nəw
awon nəw yes he is

Is Mrs. Lane a teacher? ⟷ wəyzəro sofiya astəmari nat?
nat wəyzəro (last Ø astəmari — Mrs. (first teacher is
name) name)

Yes, she is ⟷ awon nat
awon nat yes she is

B. Questions.

1. Contrast Is Mr. Lane a farmer? and ato abbəbə gəbərə nəw? Is the Amharic word

order different from the English? Is the intonation of the English yes-no question, which rises on farmer, different from the intonation of the Amharic question?

2. Contrast Yes, she is and awon, nat. Does English need to use an independent personal pronoun? Is she signaled in the Amharic short answer? If so, how?

3. Contrast Yes, he is and awon, nəw. How many words does Amharic use in the short answer? Where is the subject of the Amharic short answer?

C. Possible language learning problems.

1. Amharic to English.
Example: Amharic speakers will need practice using the independent personal pronouns she and he. They will also need practice on the word order and intonation of English yes-no questions.

2. English to Amharic.
Example: English speakers will need practice using the person markers -at and -w.

Model D

A. Summary of grammatical points.

not ⟷ ay-...-m (negative affix)

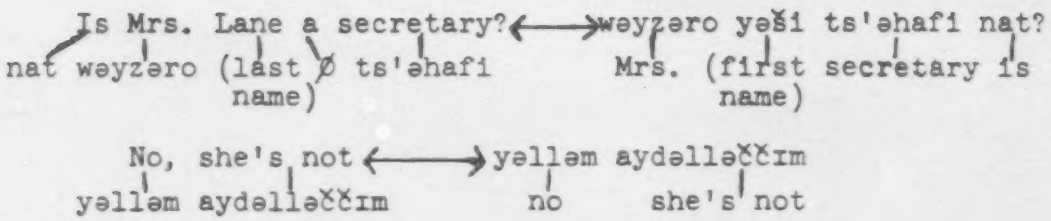
is (be) ⟷ -dəll(ə)- (with negative affix)

he's (not) ⟷ aydəlləm

she's (not) ⟷ aydəlləčč ɪm

Is Mr. Lane a merchant? ⟷ ato asəffa nəggade nəw?
nəw ato (last name) Ø nəggade
Mr. (first name) merchant is

No, he's not ⟷ yəlləm, aydəlləm
yəlləm, aydəlləm
no he's not


Is Mrs. Lane a secretary? ⟷ wəyzəro yəši ts'əhafi nat?
nat wəyzəro (last name) Ø ts'əhafi
Mrs. (first name) secretary is
No, she's not ⟷ yəlləm aydəlləčč ɪm
yəlləm aydəlləčč ɪm
no she's not

B. Questions.

1. Contrast not and ay-...-m. (Note: ay-...-m is a discontinuous affix which includes a prefix and a suffix.) Compare ay-...-m with French ne...pas.

2. Contrast aydəlləm and aydəlləčč ɪm. What is the equivalent of English he in aydəlləm? (Compare the English plural of sheep which has a zero plural marker.) What is the equivalent of English she in aydəlləčč ɪm?

3. Contrast n(ə)- and -dəll(ə)-. (Note: -dəll(ə)- is an infix.) Does English change the form of is in negative sentences?

4. Contrast No, he's not and yəlləm aydəlləm. How many words does Amharic use? How many does English use? Does Amharic use a different form of the masculine singular person marker when the negative affix is used? (see Model B)

5. Contrast No, she's not and yəlləm aydəlləčč ɪm. Where is the Amharic equivalent of English she? What makes the Amharic sentence negative?

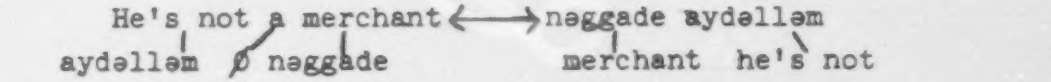
C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.
Example: English speakers will need practice using Amharic verb constructions with the discontinuous negative affix.

Model E

A. Summary of grammatical points.



No, he's not ⟷ yəlləm aydəlləm
yəlləm aydəlləm — no he's not

He's a farmer ⟷ gəbəre nəw
nəw Ø gəbəre — farmer he is

She's not a secretary ⟷ ts'əhafi aydəlləčč ɪm
aydəlləčč ɪm Ø ts'əhafi — secretary she's not

No, she's not ⟷ yəlləm aydəlləčč ɪm
yəlləm aydəlləčč ɪm — no she's not

She's a teacher ⟷ astəmari nat
nat Ø astəmari — teacher she's

B. Questions.

1. Contrast He's not a merchant and nəggade aydəlləm. How much of the meaning of the sentence is carried by aydəlləm? How does the word order in the Amharic sentence differ from the word order in the English sentence?
2. Contrast No, he's not and yəlləm aydəlləm. Where is the equivalent of not in the Amharic sentence?
3. Contrast nəggade aydəlləm and gəbəre nəw. Where is the subject? Where is the verb? Where is the negative? Where is the person marker in the affirmative? In the negative?

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.
Example: English speakers will need practice on the forms of is and on the person markers in negative and affirmative sentences.

Model F

A. Summary of grammatical points.

or ⟷ wəyɪss (with questions only)

Is Mr. Lane a farmer or a merchant?
nəw ato (last name) Ø gəbəre wəyɪss Ø nəggade ⟷

ato aləmu gəbəre nəw wəyɪss nəggade?
Mr. (first name) farmer is or merchant

He's a merchant ⟷ nəggade nəw
nəw Ø nəggade merchant he's

Is Mrs. Lane a secretary or a teacher?
nat wəyzəro (last name) Ø ts'əhafi wəyɪss Ø astəmari ⟷

wəyzəro sofiya ts'əhafi nat wəyɪss astəmari?
Mrs. (first name) secretary is or teacher

She's a teacher ⟷ astəmari nat
nat Ø astəmari teacher she's

B. Questions.

1. Contrast Is Mr. Lane a farmer or a merchant? and ato aləmu gəbəre nəw wəyɪss nəggade? How does the Amharic word order differ from the English?
2. What is the Amharic equivalent of or? Where does it come in the question?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice on the word order and intonation of English questions with or. (Note: English questions with or begin with a high intonation pattern until or is reached and then go on with a high-low pattern.)
2. English to Amharic.
   Example: English speakers will need practice on the word order of Amharic questions with wəyɪss.

CONTRASTIVE COMMENTS

Lesson Two

Greetings

A. Summary of grammatical points.

are you (singular) ⟷ nə-wot (singular-formal)

are you (plural) ⟷ n-aččɪhu (plural)

are you (singular) ⟷ nə-h (singular-masc.)

are (be) ⟷ n(ə)-

B. Questions.

1. How many distinctions must an Amharic speaker make when using the equivalent of you?

2. How do you explain the /ə/ in nəwot, nəw and nəh? (Note: Compare English rose/roses.)

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.
Example: English speakers will need practice with person markers for the three forms of you.

Model A

A. Summary of grammatical points.

they ⟷ ɪnnəssu

they are ⟷ n-aččəw (or) ɪnnəssu n-aččəw

and (between clauses) ⟷ (ɪ)mm (clause connecting suffix)

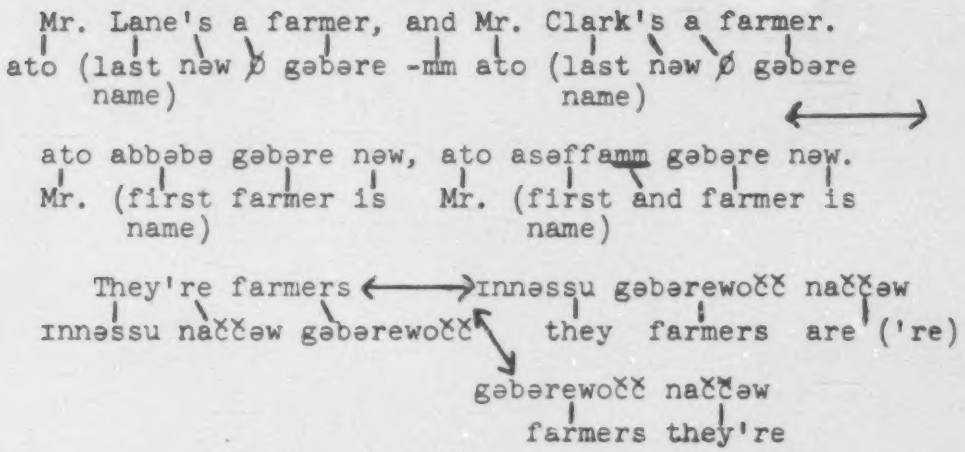
/s/,/z/ (plural suffixes) ⟷ (w)očč (plural suffix)

merchant ⟷ nəggade

merchants/s/ ⟷ nəggade/wočč

window ⟷ məskot

windows/z/ ⟷ məskot/očč


Mr. Lane's a farmer, and Mr. Clark's a farmer.
ato (last name) nəw Ø gəbəre -mm ato (last name) nəw Ø gəbəre
ato abbəbə gəbəre nəw, ato aseffamm gəbəre nəw.
Mr. (first name) farmer is Mr. (first name) and farmer is
They're farmers
ɪnnəssu nəčč̣əw gəbərewočč̣
ɪnnəssu gəbərewočč̣ nəčč̣əw
they farmers are ('re)
gəbərewočč̣ nəčč̣əw
farmers they're

B. Questions.

1. Contrast merchants and nəggadewočč̣, windows and məskotočč̣. When do you get the sound /s/ as the English plural suffix? When do you get the sound /z/? When is the Amharic plural suffix -wočč̣ used? When is -očč̣ used? (Note: both languages have plural suffixes but the selection of the correct form of the suffix is determined differently in the two languages. Compare the use of Amharic plural suffixes with the use of English a/an before nouns.)
2. Contrast Mr. Lane's a farmer and Mr. Clark's a farmer and ato abbəbə gəbəre nəw, ato aseffamm gəbəre nəw. What is the Amharic equivalent for and? How does the position of and in the English sentence differ from the position of -mm in the Amharic? Does intonation help to signal the position of -(ɪ)mm in a sentence?
3. Contrast ɪnnəssu gəbərewočč̣ nəčč̣əw and gəbərewočč̣ nəčč̣əw. Does Amharic need to use an independent personal pronoun?
4. Contrast They're farmers and ɪnnəssu gəbərewočč̣ nəčč̣əw. (Note: English does not use the indefinite article a with plural nouns.) How many words does English use? How many does Amharic use?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice with clauses connected by and. They will also need to pay close attention to the use of the indefinite article a.

2. English to Amharic.
   Example: English speakers will need practice using the clause connecting suffix -(ɪ)mm. (Students should think of -(ɪ)mm in the sense of "too" or "also.")

Model B

A. Summary of grammatical points.

and (word connector) ⟷ -(ɪ)nna (word connecting suffix)

Mr. Lane ⟷ ato abbəbe

Mr. Clark ⟷ ato aseffa

Mr. Lane and Mr. Clark are farmers
ato (last name) -nna ato (last name) naččəw gəbərewočč

⟷

ato abbəbənna ato aseffa gəbərewočč naččəw.
Mr. (first name) and Mr. (first name) farmers are

They're farmers ⟷ gəbərewočč naččəw
naččəw gəbərewočč farmers they're

B. Questions.

1. Contrast and and -(ɪ)nna. Is and a suffix? Is -(ɪ)nna a suffix? When is -ɪnna used in Amharic? When is -nna used? (Compare the use of English a/an before nouns.)

2. Contrast Mr. Lane and Mr. Clark are farmers and ato abbəbənna ato aseffa gəbərewočč naččəw. What is the Amharic equivalent for and? Does

the position of -nna in the English sentence differ from the position of -nna in the Amharic? Speaking rapidly, alternate the pharses Mr. Lane and Mr. Clark and Mr. Lane, Mr. Clark. What is the pronunciation of English and in rapid speech?

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.

Model C

A. Summary of grammatical points.

and (word connector) ⟷ -(ɪ)nna (word connecting suffix)

they ⟷ ɪnnəssu

not ⟷ ay-...-m (negative affix)

be ⟷ n(ə)-

be ⟷ -dəll(ə)- (with negative affix)

they are ⟷ naččəw

they're not ⟷ aydəllum

Are Mr. Lane and Mr. Clark farmers?

naččəw ato (last name) -nna ato (last name) gəbərewočč ⟷

ato aseffanna ato abbəbə gəbərewočč naččəw?

Mr. (first name) and Mr. (first name) farmers are

Yes, they are ⟷ awon naččəw

awon naččəw yes they are

They're farmers ⟷ gəbərewočč načč̌əw
načč̌əw gəbərewočč ↖↘ farmers they're
ɪnnəssu gəbərewočč načč̌əw
they farmers are('re)

Are Mr. Lane and Mr. Clark merchants?
načč̌əw ato (last name) -nna ato (last name) nəggadewočč ⟷

ato aseffanna ato abbəbə nəggadewočč načč̌əw?
Mr. (first name) and Mr. (first name) merchants are

No, they're not ⟷ yəlləm aydəllum
yəlləm aydəllum no they're not

They're not merchants ⟷ nəggadewočč aydəllum
aydəllum nəggadewočč merchants they're not

They're farmers ⟷ gəbərewočč načč̌əw
načč̌əw gəbərewočč farmers they're

B. Questions.

1. Compare they and ɪnnəssu. Must Amharic speakers use an independent personal pronoun?
2. Contrast Are Mr. Lane and Mr. Clark farmers? and ato aseffanna ato abbəbə gəbərewočč načč̌əw. Is the Amharic word order different from the English? Compare the intonation of the English yes-no question and the Amharic yes-no question. Are they the same or different?
3. Contrast Yes, they are and awon načč̌əw. What is the Amharic equivalent for are? Can you suggest why they are is not contracted?
4. Contrast They're not and aydəllum. How many words does English use? How many does Amharic use? Does English they change form when not is used? What is the Amharic equivalent for they? Can you suggest why the unstressed

vowel /ə/ drops from -dəll(ə)- in aydəllum? (Compare aydəlləm.)

5. Contrast They're not merchants and nəggadewočč aydəllum. How does the word order of the two sentences differ?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice with the intonation and word order of yes-no questions and with the independent personal pronoun.

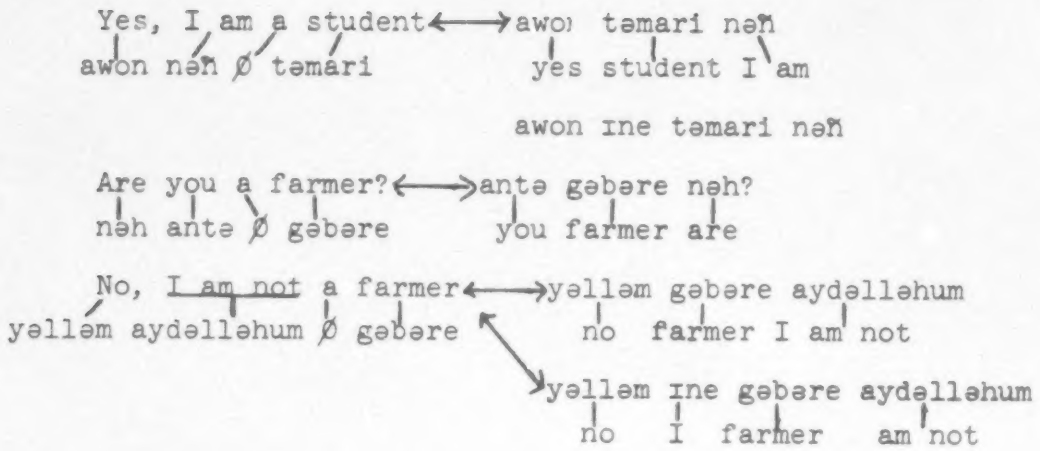
2. English to Amharic.
   Example: English speakers will need practice using the negative construction and the person markers that are used with it.

Model D

A. Summary of grammatical points.

you (singular) ⟷ antə (singular-masc.)
you (singular) ⟷ ančі (singular-feminine)
you (plural) ⟷ ınnantə (plural)
I (singular) ⟷ ıne (singular)
we (plural) ⟷ ıññа (plural)
not ⟷ ay-...-m
am (be) ⟷ n(ə)-
am (be) ⟷ -dəll(ə)- (with negative affix)
are you (singular) ⟷ nə-h (singular-masc.)
I am ⟷ nə-ñ
I am (not) ⟷ aydəlləhum

Are you a student? ⟷ antə təmari nəh?
nəh antə ø təmari
you student are


Yes, I am a student ⟷ awo: təmari nəñ
awon nəñ Ø təmari
yes student I am
awon ɪne təmari nəñ
Are you a farmer? ⟷ antə gəbəre nəh?
nəh antə Ø gəbəre
you farmer are
No, I am not a farmer ⟷ yəlləm gəbəre aydəlləhum
yəllәm aydəlləhum Ø gəbəre
no farmer I am not
yəlləm ɪne gəbəre aydəlləhum
no I farmer am not

B. Questions.

1. How many distinctions does English make when using the independent personal pronoun you? How many does Amharic make?
2. Contrast I am and nəñ. What is the Amharic equivalent for I?
3. Contrast I am not and aydəlləhum. What is the Amharic equivalent for am? For not? For I?
4. Contrast Are you a student? and antə təmari nəh. How does the word order in the two sentences differ? Where does are come in the English sentence? Where does are come in the Amharic? Is the intonation the same in the two sentences?
5. Contrast Yes, I am a student and awon ɪne təmari nəñ. Does Amharic need to use the independent personal pronoun ɪne?
6. Contrast No, I am not a farmer and yəlləm gəbəre aydəlləhum. What is the Amharic equivalent of am? Of not? Is the intonation the same in the two sentences?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice with the word order of statements and yes-no questions.

2. English to Amharic.
   Example: English speakers will need practice on the forms of the independent personal pronoun you and on person markers used with n(ə)- and -dəll(ə)-. They will also need practice with the intonation of Amharic questions.

CONTRASTIVE COMMENTS

Lesson Three

Greetings

A. Summary of grammatical points.

are you (students-plural) ⟷ n-aččɪhu (students-plural)

are you (teacher-singular) ⟷ nə-wot (teacher-singular-formal)

are you (student-singular) ⟷ nə-h (student-singular-masculine)

we are (students-plural) ⟷ nə-ñ (students-plural)

B. Questions.

1. What kind of distinctions must an Amharic speaker make when using the equivalent of you?
2. Contrast we are and nəñ. Does Amharic need to use an independent pronoun?

C. Possible language learning problems.

1. Amharic to English.
   Example: Since you has only one form in English, it will give Amharic speakers little trouble.
2. English to Amharic.
   Example: English speakers will need practice with the various forms of you.

Model A

A. Summary of grammatical points.

a book ⟷ məts'ɪhaf

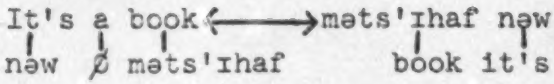
what ⟷ mɪndɪn

it's (it is) ⟷ nə-w

this ⟷ yɪh

What's this? ⟷ yɪh mɪndɪn nəw?

mɪndɪn nəw yɪh — this what is



B. Questions.

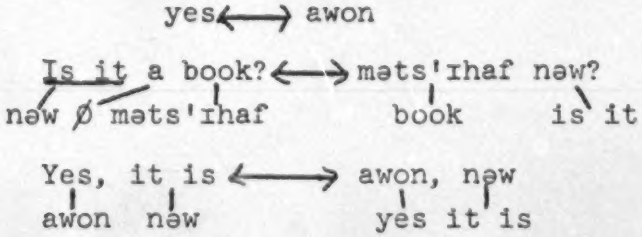
1. Contrast a book and mətsʼɪhaf. Does Amharic have an equivalent for the indefinite article a?
2. Contrast What's this? and yɪh mɪndɪn nəw. Does Amharic use a contraction in this question? How does the word order of the English wh- question differ from the Amharic?
3. Contrast mətsʼɪhaf nəw and It's a book. How many words does English use? Does the Amharic sentence contain an equivalent for subject it? (Note: English has a three-way contrast of he-she-it. In Amharic, nəw is used with both ato abbəbə and mətsʼɪhaf.)

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice using the independent pronoun it and contractions of be.
2. English to Amharic.

Model B

A. Summary of grammatical points.



B. Questions.

1. Contrast Is it a book? and mətsʼɪhaf nəw? Does Amharic change word order in yes-no questions? Does English change word order?

(Listen for differences in intonation in Amharic and English yes-no questions.)

2. Contrast the short answers Yes, it is and awon new. How many words does English use? What is the Amharic equivalent for it? (Note: Compare the Amharic equivalent of Yes, he is with the equivalent of Yes, it is. Are they the same?)

C. Possible language learning problems.

1. Amharic to English.
Example: Amharic speakers will need practice in changing word order in the English yes-no question.

2. English to Amharic.

Model C

A. Summary of grammatical points.

no ⟷ yəllәm

not ⟷ ay-...-m

is (be) ⟷ -dәll(ə)- (with negative affix)

No, it's not ⟷ yəllәm aydəllәm

yəllәm aydəllәm — no — it's not

B. Questions.

1. Contrast No, it's not and yəllәm aydəllәm. What is the Amharic equivalent for not? Is it a single word? (Note: ay-...-m is a discontinuous affix which includes a prefix and a suffix. Compare French ne...pas.) What is the Amharic equivalent of He's not? Is it the same as the equivalent of It's not?

2. Contrast n(ə)- and -dəll(ə)-. (Note: -dəll(ə)- is an infix.) Does English change the form of is in negative sentences?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice on contractions and on the independent pronoun it.
2. English to Amharic.

Model D

A. Summary of grammatical points.

Is this a pencil? ⟷ yɪh ɪrsas nəw?
nəw yɪh Ø ɪrsas — this pencil is

No, it's not a pencil ⟷ yəlləm ɪrsas aydəlləm
yəlləm aydəlləm Ø ɪrsas — no pencil it's not

B. Questions.

1. Contrast the word order of Is this a pencil? and yɪh ɪrsas nəw.
2. Contrast No, it's not a pencil and yəlləm ɪrsas aydəlləm. What is the Amharic equivalent of not? Of is?

C. Possible language learning problems.

1. Amharic to English.
   Example: Amharic speakers will need practice in stressing not.
2. English to Amharic.

CONTRASTIVE COMMENTS

Lesson Four

Greetings

A. Summary of grammatical points.

are you (singular)⟷nə-wot (singular-formal)
are you (singular)⟷nə-h (singular-masculine)
are you (singular)⟷nə-š (singular-feminine)
are you (plural)⟷ɲ-ačč ɪhu (plural)
I am (singular)⟷nə-ñ (singular)

am (be)⟷n(ə)-
n(ə)-⟷am (be)

B. Questions.

1. How many forms of you does English have? How many does Amharic have? Does English have a polite form for you?
2. Contrast be and n(ə)-. Can n(ə)- occur alone--that is, with a suffix? Can be and its forms (am, is, are) occur alone? Can you suggest why the /ə/ drops from n(ə)- in naččɪhu but not in nəwot? (Compare English buzz/buzzes.)

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.

Model A

A. Summary of grammatical points.

these (plural)⟷ɪnnəzzih (plural)
this (singular)⟷yɪh (singular-masculine)
/ɛ/,/z/ (plural suffixes)⟷(w)očč (plural suffixes)

This is a book ⟷ yɪh məts'ɪhaf nəw
yɪh nəw Ø məts'ɪhaf — this book is

These are books ⟷ ɪnnəzzih məts'ɪhafočč naččəw
ɪnnəzzih naččəw məts'ɪhafočč — these books are

B. Questions.

1. Contrast These are books and ɪnnəzzih məts'ɪhafočč naččəw. Is the choice of the plural suffix determined differently in English and Amharic?

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.
Example: The plural of yɪh (ɪnnəzzih) will be especially difficult for speakers of English to pronounce. It has /nn/,/zz/, and final /h/.

Model B

A. Summary of grammatical points.

What are these? ⟷ ɪnnəzzih mɪndɪn naččəw?
mɪndɪn naččəw ɪnnəzzih — these what are

They're books ⟷ məts'ɪhafočč naččəw
naččəw məts'ɪhafočč — books they're

B. Questions.

1. Contrast What are these? and ɪnnəzzih mɪndɪn naččəw? How does the word order of the Amharic question differ from the word order of the English wh- question? Does the intonation of the Amharic sentence differ from the English?

2. Contrast They're books and məts'ɪhafočč naččəw. What is the Amharic equivalent of they?

Is the intonation of the Amharic sentence different from the English?

C. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.

Model C

A. Summary of grammatical points.

What are these? ⟷ ɪnnəzzih mɪndɪn naččəw?
mɪndɪn naččəw ɪnnəzzih — these what are

Are they books? ⟷ məts'ɪhafočč naččəw?
naččəw məts'ɪhafočč — books are they

Yes, they are ⟷ awon naččəw
awon naččəw — yes they are

Are they pencils? ⟷ ɪrsasočč naččəw?
naččəw ɪrsasočč — pencils are they

No, they're not ⟷ yəlləm aydəllum
yəlləm aydəllum — no they're not

They're not pencils ⟷ ɪrsasočč aydəllum
aydəllum ɪrsasočč — pencils they're not

They're books ⟷ məts'ɪhafočč naččəw.
naččəw məts'ɪhafočč — books they're

B. Questions.

1. Contrast Are they books? and məts'ɪhafočč naččəw. Is the intonation of the Amharic yes-no question different from the English? How does the word order of the Amharic

question differ from the word order of the English question? (Compare your answer here with your answer to question one in Model B.)

2. Contrast Yes, they are and awon naČČəw. What is the Amharic equivalent of they in the short answer?

3. Contrast No, they're not and yəlləm aydəllum. What is the equivalent of they in the Amharic short answer? What is the equivalent of are in the Amharic short answer? (Note: Contractions do not occur in affirmative short answers in English: Notice that English has Yes, they are, never Yes, they're; Yes, it is, never Yes, it's.)

C. Possible language learning problems.

1. Amharic to English.
Example: Amharic speakers will need practice on the word order of English wh- and yes-no questions.

2. English to Amharic.
Example: English speakers will need practice on Amharic negative and affirmative verb constructions of be.